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The German word "Vikar" as it was used then and is used today in Württemberg corresponds exactly to the English "Curate," a young clergyman who is the assistant of an older one.

The vocabulary, 39 pages, is complete and satisfactory and remarkably free from typographical errors. Perhaps the translation of "ahnungsvoll" with "full of sweet foreboding; ominous" is not a very happy one, but the word is almost untranslatable.

I am sure the little book will prove a help to the teachers of German and especially to the college instructors in this country.

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EL PALACIO TRISTE, by GREGORIO MARTÍNEZ SIERRA, and *GANARSE LA VIDA*, by JACINTO BENAVENTE. Edited by MEDORA LOOMIS RAY, with introduction, exercises and vocabulary. Boston, Ginn & Co., 1921. IX+144 pp. Price \$.72.

Mrs. Ray has been singularly happy in a choice of texts combining simplicity of constructions with real literary worth. To meet the needs of "second or third year high-school students who have completed the elements of grammar," ample and well varied direct-method exercises, including admirable drills in *locuciones* and *familias de palabras*, have been provided. Mrs. Ray, herself, questions, in her preface, the pedagogical wisdom of including the English-Spanish vocabulary which, moreover, proved a source of much annoyance and loss of time to an advanced class interested only in the text itself. Typographical errors noted are: 42-11, *agradecido* for *agradecidos*; 42-28, *desnudarse* for *desnudaros*; 44-32, *malcrinando* for *malcriandoos*; 128 a, *rodar* for *rondar*. Exclamation marks should be used enclosing: 42-7, *natural*; 42-8, *Una . . . pueblo*; 44-24, *Hasta . . . llegar*. As compared with the text of Benavente, Teatro XIX, 1920, the following omissions are noted in *Ganarse la vida*: 44-2, between *Qué* and *has*, *le*; 45-18, between *estoy* and *obligado*, *más*; 45-33, between *no* and *callas*, *te*. There is also some inconsistency in the editing of the dialect forms.

Constructions that might require explanation have been left to the teacher, as notes have been omitted, and the burden of translating difficult idioms has been put upon the vocabulary, which, however, is, especially for elementary students, not always adequate. It should at least have included or explained the following: 3-16, *escena*=stage; 4-15, and elsewhere, *claro que sí*; 4-18, *armándose de paciencia*; 5-4, *señor mío*; 5-6 *et passim*, *sí que*; 5-20, *Cómo*; 5-23, *hipócritamente dolido*=pretending to be hurt; 5-33, *bajando de la luna*; 6-2, *decía que sí*; 6-21, *vuelto a la luna*; 6-28, *¿En . . . tarde?*; 6-32, *eso de*; 6-33, 11-9, *sí . . . va*; 11-14, *con que*; 11-19, *digo*; 13-6, *Como . . . es*; 14-23, *Chico . . . esto*; 15-1, *Ya lo sé*; 15-19, *refrescando*, taking refreshment; 15-22,

¡Si . . . recordarle!; 16-21, ya=any longer; 16-26, segura=sure; 17-29, palacio por palacio; 18-19, puede con; 18-28, pasa=come in; 19-20, ¿se . . . mandar?; 19-31, por todo; 20-14, ha . . . tierra; 24-10, Lo . . . que; 24-23, ¡Pues . . . tonta!; 25-11, otro poco; 25-25, crudísima, not "crude"; 25-26, de tan blanca; 26-21, por corpiño; 27-27, de largas; 28-4, *et passim*, ya no=no longer; 29-11, las; 29-25, y . . . ver; 32-6, de miedo; 33-13, dices=tell of; 33-22, parece . . . enfermo; 33-27, y eso que; 36-10, con que; 37-12, Con . . . camino; 41-7, para lavaros; 41-16, no se diga; 41-18, ella . . . culpa; 41-22, desbaratar=waste, squander; 42-1, a ver; 42-7, choca=surprises; 42-12, servir=go into service; 44-8, tengo dicho; 44-10, si=why, but; 44-23, de qué tienes; 44-32, No . . . ella; 45-5, cogeré="get"; 45-12, entre todos; 45-17, nadie=anybody; *id*, mirar por; 45-17 & 20, lo mismo; 46-13, vaya . . . tenga; 47-1, hagáis caso; 48-7, de todo (not *de* but *con* follows *apañarse*, as in l.10); 48-22, anda=is; 48-27, tienen=treat; 48-29, ¡mira . . . eso!; 49-1, viendo de cómo, and Yo . . . sí; 50-9, a ver si. As to "*misto*, imperfect pronunciation of *mixto*," p. 120 a, see Navarro Tomás, *Pronunciación Española*, sec. 131. A somewhat advanced class, failing in preparation to grasp the sense, would have welcomed editorial help also on the following: 19-4 and 5; 19-17, no verlo; 47-3 and 4.

The illustrations (the work of Leon D'Emo?) deserve the warmest commendation both for their intrinsic charm and for the happiness with which they have caught the spirit of the text, and help make this little volume, despite its faults, a welcome addition.

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PÁGINAS SUDAMERICANAS by HELEN PHIPPS. Yonkers-on-Hudson, New York, World Book Company, 1920.

The author is perhaps happier in her intention of supplying conversation and composition material for classes taught by the direct method than she is in her alternate purpose of affording reading material for classes taught otherwise. Designed for early use with the all-Spanish method, the text is essentially simple in its idioms and constructions, which, however, recur throughout with so little variety or gradation as to difficulty that one feels there must have been a conscious effort on the part of the author to compel intensive study. This limits the scope of the text and causes the reading material soon to become almost too easy for any but the most rapid translation. The subject matter, largely adapted from bulletins and articles issued by the Pan American Union and often intensely interesting, affords an admirably practical survey of the history, geography, products and industries of the various South American countries, and should appeal to those